

International Multidisciplinary Research Journal

Golden Research Thoughts

Chief Editor
Dr.Tukaram Narayan Shinde

Publisher
Mrs.Laxmi Ashok Yakkaldevi

Associate Editor
Dr.Rajani Dalvi

Honorary
Mr.Ashok Yakkaldevi

Golden Research Thoughts Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial board. Readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

Regional Editor

Dr. T. Manichander

International Advisory Board

Kamani Perera
Regional Center For Strategic Studies, Sri Lanka

Mohammad Hailat
Dept. of Mathematical Sciences,
University of South Carolina Aiken

Hasan Baktir
English Language and Literature
Department, Kayseri

Janaki Sinnasamy
Librarian, University of Malaya

Abdullah Sabbagh
Engineering Studies, Sydney

Ghayoor Abbas Chotana
Dept of Chemistry, Lahore University of
Management Sciences[PK]

Romona Mihaila
Spiru Haret University, Romania

Ecaterina Patrascu
Spiru Haret University, Bucharest

Anna Maria Constantinovici
AL. I. Cuza University, Romania

Delia Serbescu
Spiru Haret University, Bucharest,
Romania

Loredana Bosca
Spiru Haret University, Romania

Ilie Pinteau,
Spiru Haret University, Romania

Anurag Misra
DBS College, Kanpur

Fabricio Moraes de Almeida
Federal University of Rondonia, Brazil

Xiaohua Yang
PhD, USA

Titus PopPhD, Partium Christian
University, Oradea, Romania

George - Calin SERITAN
Faculty of Philosophy and Socio-Political
Sciences Al. I. Cuza University, Iasi

.....More

Editorial Board

Pratap Vyamktrao Naikwade
ASP College Devrukh, Ratnagiri, MS India Ex - VC. Solapur University, Solapur

Iresh Swami

Rajendra Shendge
Director, B.C.U.D. Solapur University,
Solapur

R. R. Patil
Head Geology Department Solapur
University, Solapur

N.S. Dhaygude
Ex. Prin. Dayanand College, Solapur

R. R. Yaliker
Director Management Institute, Solapur

Rama Bhosale
Prin. and Jt. Director Higher Education,
Panvel

Narendra Kadu
Jt. Director Higher Education, Pune

Umesh Rajderkar
Head Humanities & Social Science
YCMOU, Nashik

Salve R. N.
Department of Sociology, Shivaji
University, Kolhapur

K. M. Bhandarkar
Praful Patel College of Education, Gondia

S. R. Pandya
Head Education Dept. Mumbai University,
Mumbai

Govind P. Shinde
Bharati Vidyapeeth School of Distance
Education Center, Navi Mumbai

G. P. Patankar
S. D. M. Degree College, Honavar, Karnataka

Alka Darshan Shrivastava
Shaskiya Snatkottar Mahavidyalaya, Dhar

Chakane Sanjay Dnyaneshwar
Arts, Science & Commerce College,
Indapur, Pune

Maj. S. Bakhtiar Choudhary
Director, Hyderabad AP India.

Rahul Shriram Sudke
Devi Ahilya Vishwavidyalaya, Indore

Awadhesh Kumar Shirotriya
Secretary, Play India Play, Meerut (U.P.)

S. Parvathi Devi
Ph.D.-University of Allahabad

S.KANNAN
Annamalai University, TN

Sonal Singh,
Vikram University, Ujjain

Satish Kumar Kalhotra
Maulana Azad National Urdu University



HISTORICAL PERSPECTIVES OF WOMEN EDUCATION AND EMPOWERMENT IN TAMILNADU

Dr. T. Asokan¹ and Mrs. R. Kavitha²

¹Assistant Professor and Head, Department of History, Bharathidasan University, Tiruchirappalli, TamilNadu.

²Lecturer in Tourism and Travel Management, Bharathidasan University College, Perambalur, TamilNadu.

ABSTRACT

From Independence and over a century of striving for a better status of women, India has developed several initiatives for guaranteeing education, because education was recognized as one of the important inputs for the development of women, national integration and social changes. Education is a main instrument for transforming any changes in society. Right from independence, it is perceived as an important agent of nations' development as well as women's development. More over that women education plays of a very important role in women's empowerment. Education of women changes the position of women in society, as well as in the family. Above all education is the gateway of information, opportunity and empowerment. Here an attempt is made by the researcher to know about the women empowerment, through education.

KEYWORDS: Women Education, Empowerment, Development.

INTRODUCTION

Development of a country becomes absolute only when the whole population is developed. To bring equal development both central and state government have implementing various schemes from time to time. TamilNadu is a leading state in India. It has its own culture. In Ancient period they lived the life of celibacy, along with men. But later on they lost their importance and they started to depend upon men. To overcome this attitude empowering women through education become the need of the time. Now-a-days empowerment has become a new slogan for the development of women as well as the nation. Education plays a vital role in empowering women. Women must be empowered by enhancing their awareness, knowledge, skills and use of technology. Empowering women through education, ideas, consciousness, mobilization and participatory approach can enable to take their own decisions make them self-reliant and self-confident.

REVIEW OF LITERATURE

Many reviews are available in this area of research. Some of the relevant reviews are discussed here. Nitin Doshi (2007) concluded in his book "Towards Empowerment of women" that women empowerment and development can be achieved through education. He also explained various steps for the improvement of women education. Tiku Paul Bhatnagar (2011) in her book "Women Employment and empowerment" through lights on women empowerment, which leads to



development. Several steps of the Government is clearly picturised in her work. N.Japalan, in his work "History of Education in India" explained about the Educational Status of women at all periods from the Ancient to Modern.

Statement of the Problem

Most of the women in TamilNadu are less empowered. They don't know the importance of education which empowers them. Even though most of the women entrepreneurs in rural areas acquire practical knowledge, about their business but originally they are unable to update the latest techniques in their work. Due to the lack of education, they are not able to mingle with new technology. So it is necessary to study the educational status of women in the state of TamilNadu. Hence the following specific objectives are framed.

Objectives of the Study

- 1.To study the status of women in TamilNadu.
- 2.To identify the education level of women in TamilNadu which leads to the road of empowerment.

Methodology

The study requires primary data for its analysis. They are collected from Government orders, Statements and Reports. The Secondary data are collected from journals, online sources and Magazines. The Researcher used Simple Percentage as Statistical tool and TamilNadu as the research area.

Concept of Empowerment

The concept of empowerment is a word widely used, and rarely defined. Empowerment is an active, multi-dimensional process which should enable women to realize their full identity and all powers in all spheres of life. It would consist of greater access to knowledge and resources, greater autonomy in decision making, greater ability to plan their lives have greater control over the circumstances that influences their lives and free them from shackles imposed on them by custom, belief and practice. Empowerment and development are closely related. It leads to development, which leads to greater empowerment.

Frame work of Empowerment

Empowerment theoretically means enhancing power from the prevailing condition. But practically power is not a commodity to be transacted. It cannot be given to aims. It has to be acquired and once acquired it needs to be exercised, sustained and preserved. Women have to empower themselves, become conscious of their decisions, must shows initiatives in all fields that only make it possible to change their status.

The empowerment mechanism is easily enumerated.

- 1.By imparting higher literacy and education.
- 2.By increasing higher age at marriage.
- 3.By participating in greater work of modernized sector.
- 4.By giving necessary financial and service support.
- 5.By making Advancement in higher position of power.
- 6.By having Better consciousness of their rights.
- 7.By Imparting self-reliance, self-respect and dignity.

EDUCATION

A Tool for Empowering Women

Education for a long period disassociated from the idea of Nation building. It was viewed as a process for infusing piety, during the Ancient period. It was then seen as a cultural process, to transmit the accumulated wealth of knowledge, to impart classical values and to build character of the individual. It was

essentially for a privileged few and hence was not really contributory to the development of the Nation as now prevail. When the demand for women's education, started in the 18th century, it was more in the light of women's rights, for the access to knowledge and not as a National economic asset. Then the attitude changed and for the first time the UNESCO conference in 1962 underlined the importance of the access of girls and women to higher education for economic and social development. It also tightly pointed that the role of education is not only learning of three Rs ("Reading, Writing and Arithmetic") but also includes raising awareness and critical analysis of various structures and acquiring knowledge for empowerment at all levels.

According to Gunnar Myrdal (1969.p.11) education an independent as well "instrumental" value (ie) the purpose of education must be to rationalize attitude as well as to impart knowledge and skills. Education for national development should include education for self-reliance, personal development, social development, productive capacity, social integration and political understanding.

Growth of women Education in India

In Ancient period, women had access to education. In Medieval period, they lost their identity and in British period, they began to get the status, which they lost. At this period many socio-religious reform movements were exist. They were led by Raja Ram Mohan Roy, Kesab Chandra sen and Swami Dayanandha Saraswathi. They encouraged female education and condemned the customs, which degrade women. They laid emphasis in North India. In western India Mahadev Govinda Ranede founded the National Social Conference where as in South India R.Venkata Ratham Naidu opposed the Devadasi System and Kandukuri Veerasalingam Pantula worked for Marriage reform. Both sought to increase opportunities for women education.

Women Education in TamilNadu in the 19th Century

The first Non-Government efforts towards female education was made by the Christian missionaries. In the last quarter of the 19th century institutions proliferated and the number of educated women in India grew steadily. Missionary women were the first teachers and it was the Indian women from Christian families whom they taught and who became teachers in a number of new girls' schools.

The church missionary society opened its first boarding school for girls in Madras Presidency in Tirunelveli in 1821. By 1840, the Scottish Church Society could claim six schools with an enrolment of 200 Hindu girls. As early 1849-1850, a Wesleyan missionary opened a boarding school for native girls in Royapettah. Students were clothed, fed and instructed free of cost. In 1854, Charles wood, president of the Board of control of education issued education despatch, which focused mainly on education of both the gender. In September 1868 another school for girls was started at Tiroovandeesveranpettah. It received grant-in-aid from government. It was begin with 11 girls and in 1872 increased to 37.

The higher education of TamilNadu also simultaneously started to grow. In 1857, the Madras University was established and began to allow women students also. It was in 1875, the Madras Medical College was started, which open door to women students, even the Britain has the controversy to admit women in Medical Colleges, in their country.

In 1904 the Madras Girl's school started by Maharaja of Vizhianagaram. It was named as Mylapore Girls' School. In 1910 it was renamed as National Girls' High School and taken over by the Theosophical Education Trust. Another school known as Kancheepuram Somasundaram School was also followed the guidelines of Theosophical educational Trust.

In 1912, the Sarada Ladies' union was formed as a women's club. It provides opportunity to its members to hear lectures and discuss new ideas. It also asked to collect money for a Brahmin Girls' School. Then the school was started and after that they entered Queen Mary's College that was started in 1914 as the first college for women in Madras. In 1922, the Lady Willington Training College and practice school for teacher training for women was started Sister Subbalakshmi also started Sarada Vidhyalayam, a high school and boarding school for adult widows.

Between 1857 and 1947 the growth of education was slow. Prior to 1947 there are only few women’s colleges. Some of them are Queen Mary’s College, and Women’s Christian College. Stella Mary’s College was started in 1947. Women Christian College was first Women College, which got autonomous status. Realizing the importance of women education, TamilNadu Government established Women’s University in 1982 known as Mother Terasa University.

Various Educational Schemes by the TamilNadu Government

The Government of TamilNadu has implemented various educational schemes to improve the life of women. Some of them are:

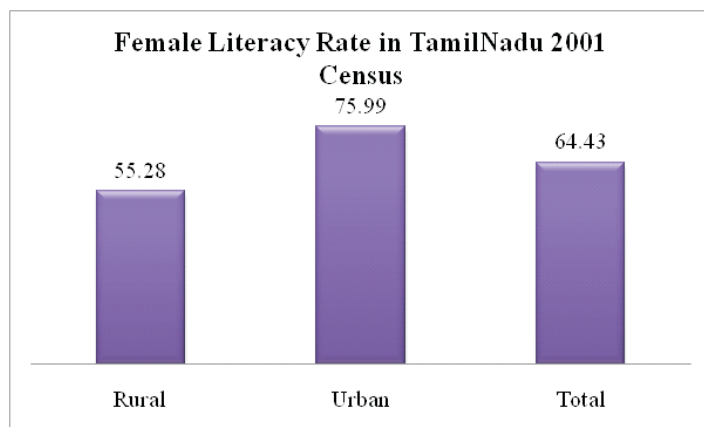
- 1)The government has reserved 30 percent of the strength of women candidates in both government and private section. In the field of education government offered only female teachers for the classes I and II.
- 2)Free education is provided under the E.V.R. Nagammiiyyar Memorial Scheme. Free education is provided for economically weaker women up to graduation. It was implemented from 1989-90 to women students, irrespective of their caste, creed and community to reduce the dropout rate. As per this scheme Rs.24, 000 are exempted from payment of tuition fees in under-graduate courses.
- 3)Women who have studied 8th standard from low level family can get special training for tailoring and typewriting classes.
- 4)Free books and notebooks are given to the children of widow every year.
- 5)To encourage women students to appear in IAS/IPS examinations, two coaching centers were established one at Meenakshi Government College, Madurai and other at Queen Mary’s College, Chennai. 60 women students got free coaching at the time of introduction of this scheme.
- 6)Industrial Training Centers have been established for handicapped women.

Female literacy Rate in TamilNadu

Education is a potent remedy for most of the ills in the society. The economic and social returns to education for women are substantial. By educating its women a county can reduce poverty, improve productivity and ease population pressure and offer its children a better future.

There is a wide disparity between male and female literacy rates. As per 2001 census, the literacy rate was 64.4 percent and 82.4 percent for female and male respectively in the state. There also exists a rural-urban gender divide in literacy rate across TamilNadu

The rate was 76 for urban female and it was 55 percent for its rural counterparts. Comparing to urban female literacy rates, the rural rate was lowered for 20.71 percentages. The difference among male was only 11.82. It symbolizes that specific attention is necessary to develop literacy rates for Female in rural areas.



Source: Director of Census Operations, TamilNadu

Region	Male	Female	Persons
Rural	77.15	55.28	66.21
Urban	88.97	75.99	82.53
Total	82.42	64.43	73.45

Source: Director of Census Operations, TamilNadu.

Growth Pattern of Higher Education of Women at the Beginning of Millenium:

The growth of Indian higher education system during the beginning of this century is predominantly in the hands of private sector. In TamilNadu many colleges were started rapidly due to the new scheme of self-financing. The percentage of women students in arts and science colleges in TamilNadu shows the development of women education.

Enrolment of Students in Arts and Science Colleges of TamilNadu

Table: 1.1

Year	Enrolment			
	Boys	Girls	Total	% of Girls
1978-79	136.229	65.331	201.560	32.4
1980-81	102.437	54.224	156.661	34.6
1984-85	119.022	73.039	192.061	38.0
1988-89	118.888	77.714	196,602	39.5
1992-93	145.778	113.758	259,536	43.8
1995-96	173.074	145.137	318,211	45.6
1996-97	159.942	157.771	317,585	49.7
1997-98	155.914	166.671	322,585	51.7
1998-99	163.479	177.193	340,672	52.0
1999-00	189.453	202.254	391,707	51.6
2000-01	201.482	209.026	410,508	50.9

Sources: TAMILNADU: An Economic Appraisal Government of TamilNadu (2002).

The table 1.1 shows that the enrolment of girls increased from the year 1984-85. It was in the year 2000-01 there was a drastic change in the enrolment of women in educational institutions. The number of enrolment was 209.026 and the percentage of girls was 50.9%. At the same it has slight changes comparing to the previous year. It must be overcome.

Growth and Increased Number of Teachers in TamilNadu in Higher Educational Institutions**Table: 1.2**

Year	No of Colleges	No of Teachers		
		Men	Women	Total
1978-79	188	8,501	3,795	12,296
1980-81	187	8,695	3,881	12,576
1984-85	193	9,408	4,479	13,817
1988-89	187	9,928	4,980	14,906
1992-93	223	10,758	5,872	16,630
1995-96	280	10,991	6,279	17,270
1996-97	304	11,286	6,799	18,085
1997-98	340	12,105	7,534	19,633
1998-99	365	11,915	8,264	20,179
1999-00	384	11,516	8,704	20,220
2000-01	440	12,418	9,310	21,728

Sources: TAMILNADU: An Economic Appraisal, Government of TamilNadu (2002).

The table: 1.2 Indicates that the number of women in higher educational institutions also increased. It started from 3,795 and increase 3 times more, as 9, 310. It was a great development. The increased number of women teachers indicates that the women started to have craze towards the teaching profession.

Education is the base for over all development and advancement. The result of the above table shows that the empowerment of women can be achieve its target through education only. It will surely create awareness about their rights.

CONCLUSION

Education forms a major role in empowering women. It makes aware of their rights and social ambience. Not only this study proves that education is a must to encourage respective of women I society but also to social changes and government programmes as well. However much importance to higher education is necessary. This is because of the strong correlation between women's education health, nutritional status and fertility levels on the one hand and productivity of future generations on the other hand. Education teaches lesson to women and higher education moulds her.

REFERENCES

- 1.M.Anandkrishnan, "Higher education in TamilNadu and future developments" in Higher education during 10th five year plan- A Proposal NIEPA.
- 2.Government of India (1986) Ministry of Human Resource Development, National policy on Education Programme of Action.
- 3.Government of India, Report of the University education commission, 1948-49.
- 4.Government of TamilNadu – An Economic Appraisal 199-98, Development of Evaluation and Applied

Research.

5. Government of TamilNadu, District Primary Education Programme 2000-2001.
6. Government of TamilNadu, Policy Notes, Demand No.17, Education Development for the years 1997-98 to 2000-2001.
7. Government of TamilNadu Eighth five year Plan 1992-1997.
8. Government of TamilNadu Ninth Five Year Plan 1997-2002.
9. Government of Tamilnadu, Statistical Statements from the Education Department, Chennai.
10. Government of TamilNadu, District Primary Education Programme 2000-2001.
11. Tinku Paul Bhatnagar, Women, Empowerment and Empowerment, New Century Publications, New Delhi, 2011.
12. Nitin Doshi, Towards Empowerment of women cyber tech publications, New Delhi, 2007.
13. Rameshwari Pandya, Women in Changing India, Serials Publications, New Delhi, 2008.

Publish Research Article

International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Book Review for publication, you will be pleased to know that our journals are

Associated and Indexed, India

- * International Scientific Journal Consortium
- * OPEN J-GATE

Associated and Indexed, USA

- EBSCO
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Database
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database
- Directory Of Research Journal Indexing

Golden Research Thoughts
258/34 Raviwar Peth Solapur-413005, Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
Website : www.aygrt.isrj.org